

Fishergate Primary School



EYFS – KS1 Transition Policy



Introduction

This policy outlines the transition of children between the EYFS unit and KS1. The school's policy is based on the 2014 Primary National Curriculum and the 2018 EYFS Statutory Profile. *It has been drawn up as a result of staff discussion and has the full agreement of the Governing Body.* The implementation of this policy is the responsibility of all EYFS and KS1 practitioners.

Key principles:

That...

- ✚ There is a smooth transition for children from EYFS into KS1
- ✚ KS1 staff will have a good understanding of a child's personal, social, emotional and learning needs prior to transition into KS1 through discussions with the EYFS practitioners and time spent with the children
- ✚ Children arrive into KS1 with the skills needed to approach the National Curriculum for KS1
- ✚ KS1 and EYFS teaching staff will share new resources, planning and training that may help prepare EYFS children for KS1

Phonics & Reading

EYFS Statutory Framework ELG 9: children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

EYFS children at Fishergate will:

- receive a new reading book each week. The book will be matched to their next steps in phonics and will progress through the school's reading scheme. The reading book is read once with an adult in school to assess appropriate level of challenge and then the child takes the book home to share and builds confidence with reading alongside a parent
- read with an adult in school 3 times each week or each day depending upon support given at home by parents
- be assessed in their phonic knowledge once a month and thus placed in an appropriate phonics group and intervention group for catch up if required
- be taught phase 4 phonics towards the end of EYFS (where appropriate) so that they are ready to begin phase 5 at the start of year 1

Writing

EYFS Statutory Framework ELG 10: children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

EYFS children at Fishergate will:

- be taught how to form single letters and diagraphs in phonics

- have the opportunity to write during each phonic session when ready to hold a pen/pencil, with evidence collated in writing books over the academic year, at least once a fortnight
- have access to exciting and relevantly challenging literacy sessions with a focus on appropriately timed strategies such as ‘talk for writing’ and ‘sentence structuring’
- have a focused writing task each fortnight where evidence of writing will be collated in writing books, in date order
- be able to access writing intervention should additional support be needed to meet the expected standard in writing
- have readily available and exciting writing provision opportunities throughout the unit
- be encouraged through play to write independently with evidence collated in learning journeys
- be encouraged to share evidence of writing at home in their learning journeys
- be able to access gross and fine motor intervention to assist with the developmental stages prior to pen/pencil grip

Maths

EYFS Statutory Framework ELG 11:

Numbers: children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Shape, space and measures ELG 12: children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them

EYFS children at Fishergate will:

- have access to exciting and relevantly challenging maths sessions with a focus to move learning forward
- have a focused maths task each fortnight where evidence of maths will be collated in maths books if appropriate or on going assessment records
- be able to access maths intervention should additional support be needed to meet the expected standard in maths
- have readily available and exciting number provision opportunities throughout the unit
- be encouraged through play to explore number and shape independently with evidence collated in learning journeys
- be encouraged to share evidence of number and shape learning at home in their learning journeys

Getting Ready for Y1

- The Year 1 teacher will go in to the Early Years unit throughout the year – the frequency of these visits will increase during the summer term
- Story sessions with the Year 1 teacher will run through the year
- There will be two full and two half days of transition during the summer term
- A “Welcome to Y1 Meeting” for parents will be held as soon after the new class lists have been sent out as possible

Beginning Y1

- The high levels of communication and ease of access to teachers and teaching assistants that the parents enjoyed in Early Years will continue in Year 1.
- The school year will begin with Global Fortnight. This less structured time gives the teachers and teaching assistants more time to get to know their children and gives every parent/carer the informal opportunity to come in to school, chat to their teacher and see what their child has been doing at the culmination of the first two weeks.
- The majority of learning will continue to be play based for the autumn term
- Adults who run clubs will know which Year 1 children are in their club and will ensure that they are in the right place at the right time for the first half term. Year 6 ‘buddies’ will help with this.

Date of Policy

June 2018

Date ratified by FGB

November 2018

Review

June 2021

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